**TEACHER CANDIDATE: Lindsey Day DATE: 2-23-12**

**GRADE: 3rd**

**UNIT/SUBJECT: Music/Musical Rounds**

**LESSON TITLE/FOCUS: Understanding & Performing Musical Rounds**

**ESTIMATED TIME FOR LESSON\_\_\_\_\_\_\_\_\_30-40 minutes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LEARNING TARGET**

* GLE 1.2.1
  + Analyzes, understands, and applies musical skills and techniques while creating, performing, and responding
* TSWBAT
  + Have a better understanding of musical rounds
  + Be able to recognize a musical round
  + Learn to sing a few common musical rounds
* Schema
  + The student has an understanding of what music is
  + The student is able to interpret information given to them
  + The student is able to listen and analyze musical sounds
  + The student is able to sing and count beats

**ASSESSMENT STRATEGIES**

* Pre-Assessment
  + Student responses will be monitored during early discussions of musical rounds to gain an understanding of their current knowledge
* Formative & Summative Assessment
  + Students will be monitored during lesson activities and discussions to ensure understanding
  + Students will be monitored, during singing, for accuracy and understanding

**GROUPING OF STUDENTS FOR INSTRUCTION**

* Students will participate in discussions as a whole class
* Students will be broken into 2 groups to sing Three Blind Mice and 4 groups to sing Row, Row, Row Your Boat
  + Students will be grouped according to seating arrangement
* If students are able to read music and play an instrument, they will play the sample songs as an entire class

**LEARNING EXPERIENCES**

ANTICIPATORY SET

* Begin singing the song “This is the Song That Never Ends”
  + Ask students if they have ever heard of this song or sang it
* Begin the “What is a Musical Round” PowerPoint
  + Explain the learning target
    - We are going to gain a better understanding of musical rounds and how to recognize them. We will also learn to sing a musical round.

LEARNING EPISODE

* Ask students if they know what a musical round is
* Describe a musical round so that students will understand what they are
  + Musical composition in which 2 or more voices sing exactly the same melody
  + May continue repeating it indefinitely
  + Each voice begins at different times, so different parts of the melody coincide with different voices
  + Still fits harmoniously together
  + Only one line of melody need by learned by all parts
* Ask students if they have ever heard the nursery rhyme songs Three Blind Mice or Row, Row, Row Your Boat
  + Play the listening samples of each nursery rhyme
  + Ask students if they can hear how it is a musical round

GUIDED PRACTICE

* Have students sing each song as a whole class
* Break students up into 2 groups according to seating arrangement
  + Number each group 1-2
  + Explain to students that we are going to sing a musical round together
  + Give them singing directions for Three Blind Mice
    - Group 1 will begin singing Three Blind Mice
    - Group 2 will begin singing when Group 1 finishes singing “three blind mice” for the second time (this is at the end of the first line)
  + Ask if there are any questions about the directions
  + Have the first group begin singing and point to each group when it is their starting point
* After finishing Three Blind Mice we will sing Row, Row, Row Your Boat using 4 groups
  + Break students up into 4 groups according to seating arrangement
  + Number groups 1-4 and explain directions
    - Group 1 will begin singing Row, Row, Row Your Boat
    - Group 2 will begin singing when Group 1 finishing the first line (after the word *boat*)
    - Group 3 will begin singing when Group 2 finishes the first line
    - Group 4 will begin singing when Group 3 has finished the first line
  + Ask if there are any questions about the directions
  + Have the first group begin singing and point to each group when it is their starting point

CLOSURE

* Ask students if they think they may know any more musical rounds
  + Discuss any examples students might think of
* Ask students if there are any questions

INDEPENDENT PRACTICE

* Encourage them to listen for musical rounds in the future
* Encourage them to try to think of any other musical rounds they may know

OPTIONAL LESSON EXTENSIONS

* If percussion instruments are available, students may play a percussion instrument to the beat of the song as they sing
* If students are able to read music and play an instrument (such as recorder), they may play the sample songs with instruments

**INSTRUCTIONAL MATERIALS, RESOURCES, TECHNOLOGY**

* Computer, projector, and blank wall of projector screen to display PowerPoint presentation
* “What is a Musical Round” PowerPoint file
* Handouts with music and lyrics for Row, Row, Row Your Boat & Three Blind Mice
* If optional extensions are performed, then instruments will be needed

**MEETING THE NEEDS OF DIVERSE LEARNERS**

* During singing, students will be broken into 4 groups based on classroom seating arrangement to eliminate social, gender, and ability grouping
* Students that are physically unable to participate in activities will help monitor groups to ensure they are following directions and participating

**PLAN FOR USING PERSONAL CONTACT WITH FAMILIES**

* Students will be encourage to discuss their learning activities with parents and demonstrate one of the practiced songs
* Students will be encouraged to try to think of additional musical rounds they are familiar with, and discuss with parents

**LESSON STORAGE**

* PowerPoint presentation and handout document files will be stored on a portable storage device and placed with music lesson materials